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ABSTRACT

The Prevention Training Institute has been developed to pilot a new strategy to assist inner-city service providers to further recognize and act on their own empowerment. Service providers must have the necessary capacities to incorporate new directions. These include knowledge of the current research, access to resources, and an understanding of how knowledge and resources can be integrated into an existing program. The following five goals of the Prevention Institute constitute an operational definition of empowerment: (1) to educate service providers on current research; (2) to expand the network of providers who are able to develop and train staff; (3) to encourage greater school and community collaboration; (4) to engage in mutual problem solving; and (5) to expand resources and resource-development capabilities. The conceptual framework for such an institute is described, and details of implementation are outlined, with an emphasis on the experience of the first institute sponsored by the Western Regional Center for Drug-Free Schools and Communities. Ten appendixes contain various sample forms and questionnaires used in the institute. (SLD)

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Western Regional Center
DRUG-FREE SCHOOLS AND COMMUNITIES

ED 377 262

A New Strategy To Enhance the Empowerment of Inner-City Service Providers

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A New Strategy To Enhance the Empowerment of Inner-City Service Providers

Michelle R. Jackson

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Introduction

Many alcohol, tobacco, and other drug (ATOD) prevention and intervention programs, particularly within low-income urban communities, are searching for strategies to positively impact inner-city communities. Much focus has been placed on identifying and addressing the needs of the recipients of various prevention and intervention services. Little emphasis, however, has been directed toward recognizing the programmatic needs of the agencies responsible for providing services. The purpose of this paper is to examine one event designed to enhance the programmatic capabilities of inner-city service providers. This event, termed the Prevention Training Institute, was intended to pilot a new strategy for assisting inner-city service providers in further recognizing and acting upon their own empowerment. Following is an outline of the format used for the institute, as well as a discussion of conditions unique to inner-city communities that must be considered to ensure that the institute is successfully implemented. This document concludes with copies of forms and letters that were used in organizing the Prevention Training Institute.

Many urban prevention and intervention programs currently are faced with new stringent regulations, reduced funding, few if any interagency linkages, a growing number of critical populations to serve, and a reduced capacity in which to serve their clients. The current conditions dictate the need to develop new models for inner-city communities focused on: improving program planning and development; enhancing program sophistication and effective resource development; reemphasizing staff development; developing interagency collaboration; and communicating new research findings through more effective channels.

Federal, state, and local agencies continue to identify new directions for prevention and intervention. Service providers, however, are frequently caught ill-prepared to successfully incorporate new strategies, techniques, and ideologies into their existing programs. Federal, state, and local agencies can no longer simply talk about networking and transitioning into new service models. Service providers must have the necessary capacities to incorporate new directions, which include: (a) knowledge of current research; (b) access to resources; and (c) an understanding of how both the knowledge and resources can be integrated into an existing program to bring about stability and sound program development. These three directions, combined with an understanding of the cultural and contextual realities that face low-income inner-city communities, form the basis of the Prevention Training Institute.

Goals of the Institute

The Prevention Training Institute was developed to pilot a new strategy that would support service providers in obtaining and/or maintaining the above mentioned directions. The Prevention Training Institute provided that support to service providers through intense training, networking opportunities, resource exhibits, and personal consultation. Although the Prevention Training Institute was developed as a direct response to the needs of the inner city, many components of the institute may be applicable to other communities. The goals of the institute were:

- to educate service providers on current prevention literature and promising prevention strategies;
- to expand the network of available service providers who are able to perform staff development and in-service training that focus on prevention;
- to encourage greater collaboration between schools and communities and among the various community-based organizations as well as to improve agency relationships with private industry and with the media;
- to engage in mutual problem solving regarding systemic barriers to effective prevention and intervention; and
- to expand resources and resource development capabilities.

Conceptual Framework Used To Design the Institute

The goals of the Prevention Training Institute can be summarized in one word—empowerment. The five goals represent an operational definition of empowerment. The challenge for the Prevention Training Institute, however, was to translate this definition into application. Below is a description of how the goals of the institute were operationalized through both its planning and implementation.

Planning Phase

Planning a Prevention Training Institute requires three entities: (a) a sponsoring agency; (b) a lead agency; and (c) cosponsors. The sponsoring agency serves as the main support system for the lead agency throughout the planning process. The lead agency is the primary representative for the institute as the primary sponsor and ensures the institute is

structured to meet the needs of its community. The cosponsors help to staff the institute by providing presenters and trainers. The sponsoring agency should be well-respected in the area of prevention and intervention and be able to partially underwrite the institute by assisting with mailings and phone calls. Agencies funded to provide ATOD technical assistance and training serve as prime candidates for the role of a sponsoring agency. These agencies can be identified by calling the county or state alcohol and drug program office. The lead agency must not only have a mission consistent with the purpose of the institute, it must also clearly represent the target community.

One of the most powerful outcomes of the sponsoring agency/lead agency relationship is the transfer of resources, information, and access. The transfer occurs in the following four steps.

Step 1. The sponsoring agency (in this instance, the Western Regional Center for Drug-Free Schools and Communities) and the lead agency work hand-in-hand to plan the institute. Upon concluding the institute, the lead agency should feel capable of independently duplicating the institute at a later date.

The lead agency for the Prevention Training Institute was the Los Angeles Urban Communities Coalition (LAUCC). The event was then promoted as LAUCC's Prevention Training Institute, sponsored by the Western Regional Center for Drug-Free Schools and Communities (see Appendix A for an example of how the event was announced). Promoting the institute in this manner is important because: (a) ultimately the institute is to be handed over to the lead agency as an annual event developed by the community for the community; and (b) presenting the lead agency as the primary representative for the institute makes a statement to residents that events of this nature can come from the community. Consequently, as a result of the institute, the lead agency is viewed as a viable resource for prevention information and referrals located within the community.

Step 2. The lead agency expands its resources through the process of working with the sponsoring agency to identify cosponsors for the institute. Cosponsors consist of those organizations providing trainers and presenters. The significance of this process is that the lead agency is introduced to new individuals and organizations that can serve potentially as future resources. Cosponsors are a key component of the institute because they help finance the event. Those cosponsors who agree to participate are asked to cover the cost of sending their staff to train or present rather than sending money to cover other institute expenses. Acquiring cosponsors is accomplished by the combined efforts of the

sponsoring agency and the lead agency. Specifically, the agencies: (a) develop a list of cosponsors they would like to see participate in the event; and (b) secure commitments from key individuals within those organizations (see Appendix B-Appendix D for sample letters). Using this process, the Western Regional Center is able to report that the institute attracted the most highly qualified trainers and presenters in the nation at no cost to the institute. Monies received from the registration fees were instead used to pay for the facility, equipment rental, food, and shuttle service. Thus, sponsorship is important in financing the institute. Having the support of well-recognized sponsors also will assist in attracting keynote and panel speakers that may be hard to reach under normal circumstances (e.g., political officials, community leaders). In addition, using well-recognized cosponsors helps attract a broader audience. Cosponsors receive compensation for their participation by being listed and recognized on all significant documentation (e.g., program announcements).

Step 3. All correspondence is mailed on the lead agency's letterhead. Using the lead agency's letterhead introduces cosponsors to the lead agency. Interaction between the lead agency and the cosponsors during the institute planning provides an opportunity for the lead agency to expand its networking capabilities and available resources.

Step 4. At the conclusion of the institute, the event is transferred to the lead agency. The lead agency will be responsible for ensuring that the Prevention Training Institute continues annually.

Through the use of these steps, not only will the community gain a viable resource, but the lead agency also will be better positioned to seek conference grants in the following years if it so desires.

Implementation Phase

The Prevention Training Institute did not have outside funding and therefore relied on cosponsorship from agencies currently funded to provide training and technical assistance in various areas of prevention (e.g., Center for Substance Abuse Prevention [CSAP], Alcohol and Drug Program Office, California Department of Education, County Office of Education). Collectively these agencies provided expert trainers and covered the cost of travel and training materials. This allowed the Western Regional Center and LAUCC to offer the Prevention Training Institute at low cost to participants. The registration fee covered the following activities.

Day One

7:30-8:30 a.m.	Registration, Networking, and Continental Breakfast
8:30-9:40 a.m.	Welcome and Keynote Address
9:40-10 a.m.	Break
10 a.m.-3 p.m.	Training
11:30 a.m.-1 p.m.	Lunch and Lunch Panel ("Youth Speak Out")

Day Two

7:30-8:30 a.m.	Registration, Networking, and Continental Breakfast
8:30-9:40 a.m.	Forum ("Accessing and Influencing the Media")
9:40-10 a.m.	Break
10 a.m.-3 p.m.	Training
11:30 a.m.-1 p.m.	Lunch

Day Three

7:30-8 a.m.	Registration, Networking, and Continental Breakfast
8-8:30 a.m.	General Assembly
8:30-10:30 a.m.	Round-Table Consultation Sessions Private Consultations on the Following Topics: Grant Writing, Evaluation and Needs Assessments, School/Community Partnerships and Funding. (Consultants provided by CSAP, HUD, nonprofit foundations, Alcohol and Drug Program Office, and Office of Criminal Justice Planning)
8:30-10:30 a.m.	Exhibits
9:30-10:30 a.m.	Networking
10:45 a.m.-Noon	Forum ("Collaboration Between Private Industry and Public Service Agencies")

Noon-1:30 p.m.	Lunch and Luncheon Speaker
1:30-2:30 p.m.	Closing Ceremony

The following training was offered:

Two-Day Training

Support Group Leadership for Adolescent and Adult Populations

A Systemic Approach To Dealing With Fetal ATOD-Affected Children

Removing Barriers to Effective Community Mobilization

Developing Early Childhood ATOD Prevention Programs

How To Deal With Hopelessness, Anger, and Resistance in Youth

One-Day Training

Strategies for Increasing Parent Involvement

Developing Policies and Procedures: Laying the Foundation

Creating Productive Multicultural Settings

Developing a Prevention Plan

Fostering Resiliency in Kids

Effective Models for Intervention

Conducting Program Evaluations

The registration fee included meals for two of the three days, a shuttle to and from the hotel and institute site, and all workshop materials. Additionally, the Western Regional Center and LAUCC offered exhibit booths to 20 exhibitors at no charge. There also was a need to ensure that the institute offered continuity for the participants. The institute, therefore, provided follow-up activities to include:

- putting key community agencies on a mailing list for updated publication lists, newsletters, and other print materials;

- soliciting articles and publications from attendees to be placed in newsletters and other publications;
- conducting assessments focusing on the helpfulness of the training and technical assistance and any additional assistance needed by the attendees;
- logging begun for any activities, programs, or new processes that are developed as a result of the technical assistance, information, and/or training provided by the institute; and
- sharing "success stories" with institute participants.

Addressing the Institute Goals

The following describes how the Prevention Training Institute addressed each institute goal.

Goal #1: To Educate Service Providers on Current Prevention Literature and Promising Prevention Strategies

The Prevention Training Institute had three training objectives that were specifically designed to address goal #1. The objectives were: (a) to ensure that participants received a summary of the current literature related to the topic of the training; (b) to provide participants with an understanding of how the information presented in the training translated into strategies; and (c) to ensure that each participant left the training with, at a minimum, an understanding of the first steps needed to implement the theories and strategies discussed in the training. We envisioned that participants successfully completing a training session would leave the institute better able to serve as catalysts for positive change at their school or community program site.

Goal #2: To Expand the Network of Available Service Providers Who Are Able To Perform Staff Development and In-Service Training That Focus On Prevention

The institute specifically targeted urban communities, with a focus on Los Angeles County. Many community organizations suffer from a lack of staff development opportunities because of the need to support an increasingly demanding target population and inadequate resources. The objectives for the Prevention Training Institute goal #2 were: (a) to raise the priority of staff development for participants; and (b) to provide an opportunity for

participants to receive professional training to become trainers. Objective b is based on the assumption that if participants enjoyed the training, they would be more motivated to become trainers if provided the opportunity. Objective b was actually a weak point for the first year of the Prevention Training Institute. Although quality training was offered, LAUCC was unable to organize training-of-trainer sessions for the participants because of logistical difficulties.

Goal #3: To Encourage Greater Collaboration Among the Various Agencies as Well as Improving Agency Relationships With Private Industry and With the Media

Every activity, aside from the training, had networking as its focus. During the breaks, staff interacted with the institute participants and informally yet intentionally introduced individuals whom they knew had complementary interests. The round-table consultation sessions served as a catalyst for introducing participants to individuals that could be facilitative in one of four areas: (a) proposal writing; (b) evaluation/needs assessment; (c) school/community partnerships; or (d) funding sources. The institute also provided two forums that more specifically addressed collaboration and improving interagency relationships. They were entitled, "Accessing and Influencing the Media" and "Collaboration Between Private Industry and Public Service Agencies." Each panel was comprised of highly qualified individuals who provided current information on strategies and special programs that helped build relationships and foster collaboration among the various agencies, including the media.

Goal #4: To Engage in Mutual Problem Solving Regarding Systemic Barriers to Effective Prevention and Intervention

The panels were designed to provide an opportunity for interaction between institute participants and panelists. Participants and panelists engaged in discussions regarding their needs and impressions of current prevention and intervention efforts. The sessions were intentionally designed to engage the panelists and participants in dialogue. This forum served as a means of addressing difficult issues in a supportive environment.

Goal #5: To Expand Resources and Resource Development Capabilities

The round-table consultation sessions were designed to address goal #5. Through these sessions, participants were provided with free private consultation on various topics related

to resource development, including, but not limited to: grant writing, evaluation/needs assessment, funding sources, and school/community partnerships. Several experts on each topic answered questions and provided information for participants individually.

Institute Marketing Strategies

The second challenge in planning an event of this nature is attracting the target audience. When looking at the Prevention Training Institute agenda, the first assumption would be that people automatically will be attracted to the event just because it has a good program. But marketing to the inner city is much more complicated than just sending out brochures. The following issues must be considered:

1. Because many of the agencies serving hard-to-reach populations do not have high visibility, it is difficult to locate them to put them on mailing lists.

2. Many of the agencies do not have strong fiscal histories and therefore are frequently threatened with the possibility of having to close the program. It is difficult to get these agencies to focus on issues of staff development when they are unsure as to whether the program will even exist in a few months.

3. Many agencies do not have formal systems for distributing information among all levels of staff. This means that announcements and brochures either are placed on a general bulletin board (that individuals may or may not read) or remain on someone's desk, unavailable to other staff.

4. It is difficult to identify marketing strategies that will attract both schools and community agencies to the same event.

The following strategies are recommended:

Strategy #1. Routine mailing lists could be supplemented with the mailing list of the county Alcohol and Drug Program Administration Office (ADP). Although many of the small agencies may not receive county foundation monies, most prevention and intervention programs are at least on the bidders list for ADP. To target schools, the county office of education can be used for mailings to the different school sites. School personnel are more likely to pay attention to information sent from their county office than an outside organization.

Strategy #2. A strategic plan could be developed for ensuring that once the information is received by an agency, it is seriously considered and processed throughout the agency. The strategy used for the Prevention Training Institute focused on ensuring that staff members from the various agencies perceived the institute as being an event that was supported by their agency. The following process is recommended:

1. Several staff members from the lead agency and the sponsoring agency could identify outside organizations with which they have a relationship and/or a contact person they can call.

2. Each staff member could be assigned the responsibility to call his or her contact person and tell the latter the importance of the event, give a description of the event, and tell them how his or her organization could benefit from participating. The goal of this task is to reach program directors and have the program directors distribute the information to their staff. Receiving materials sanctioned by the director is much more likely to be read than information received in the mail from an unfamiliar organization. Staff also will feel more comfortable asking for release time to attend the institute if they know the administrators support the event.

Strategy #3. Both the training and the private consultations on grant writing and funding could be used as key marketing tools for the event. Many of the very hard-to-reach groups may not be as interested in receiving the training as they are in speaking with someone from a funding agency about how to get money for their program. The goal is to get the agencies to the institute. Once they arrive, the program design will provide motivation for recognizing the importance of all facets of program and staff development.

Strategy #4. Informal systems could be used as a key marketing tool. Many urban communities have a vast number of churches. It is recommended that only those churches that have a membership of over 1,000 are targeted. Many churches are working to develop various types of prevention programs for their congregation and may be interested in an event such as the Prevention Training Institute. It is recommended that a letter be written to the minister, announcing the event and asking him/her to announce the institute during church services, as well as place an announcement in the church bulletin. The minister also should be asked that the announcement remain in the bulletin until the Sunday prior to the event (see Appendix E for a sample letter to a church).

Strategy #5. Traditional forms of media could be used. Public service announcements on radio stations that specifically target urban minority populations could be pursued. A station whose listening audience is consistent with the population being

targeted for the institute needs to be selected. Small community newspapers, as well as those with a large circulation, need to be targeted. Cable and network television public service announcements also can be used (see Appendix F for a sample press release).

Conclusion

After years of working with prevention and intervention programs within inner-city communities, it has become increasingly clear that "empowerment" is a primary vehicle for positive and sustained change. Empowerment means that individuals recognize their own ability to initiate a process, experience the positive outcome as a result of the process, and feel a sense of control over the likelihood that both the process and positive outcome can be repeated. The Prevention Training Institute clearly facilitates this process for service providers.

It is important, however, not to simplify the needs of inner-city service providers. The definition of empowerment and the process for recognizing one's own empowerment dictate that one intervention by no means can adequately address the many issues that face inner-city communities. There is a need to develop prevention strategies that consider multiple social factors simultaneously. The Prevention Training Institute is only a catalyst for change. True reform and empowerment will require reexamining current social policies, improving technical assistance to community-based organizations, and designing better methods for evaluating and addressing the logistical and programmatic demands placed on service providers in the field of prevention and intervention.

APPENDIX A

SAMPLE COVER OF THE PREVENTION TRAINING INSTITUTE BROCHURE

Los Angeles
Urban Communities Coalition

Presents

Prevention Training Institute

Sponsored by

Western Regional Center for
Drug-Free Schools
And Communities

August 9-11, 1993

at
California State University
Long Beach

APPENDIX B

SAMPLE CONFIRMATION LETTER TO A TRAINER

May 4, 1994

Mr. John Doe
ABC Prevention Coalition
1234 S. Pretend Blvd.
Los Angeles, CA 90000

Dear Mr. Doe:

I am writing this letter to express my sincere appreciation for your willingness to participate in the upcoming Prevention Training Institute. The Prevention Training Institute is sponsored by the Los Angeles Urban Communities Coalition, is a nonprofit organization serving the Los Angeles area. The event is cosponsored by the Western Regional Center for Drug Free Schools and Communities, the Southwest Center for Educational Equity, Evaluation Management and Training, and the Center for Substance Abuse Prevention. Other participants include: The Los Angeles County Alcohol and Drug Program Administration, Rebuild LA, *Los Angeles Times*, KJLH radio station, *Black Enterprise Magazine*, and many more.

You have been invited to serve as a trainer for the workshop entitled, "Developing a Prevention Plan." Participants should leave the workshop with an understanding of how the information relates to their particular community and what their role should be in initiating, developing, or improving the effectiveness of an existing prevention plan. The audience for this institute will consist of school administrators, counselors, health professionals, human service providers, juvenile justice/probation workers, community coalitions and partnerships, and university personnel.

The institute is a three-day event and will be held at California State University, Long Beach, on the second floor of the student union. Your workshop, however, is scheduled for Aug. 9, 1993, as a one-day workshop, from 10 a.m. to 11:30 a.m., an hour-and a half lunch break, and continue from 1 to 3 p.m. This provides you with three and a half hours for your training.

This institute will bring valuable information, training, and resources to inner-city communities. We anticipate that it will translate into improved program development and service delivery. We are truly excited about the event and hope you will find this to be a worthwhile endeavor.

Should you have any questions or concerns, please do not hesitate to contact me at (310) 598-7661. Again, thank you for agreeing to be a part of an event that promises to empower and positively influence our communities.

Sincerely,

Michelle R. Jackson
Institute Coordinator

APPENDIX C

SAMPLE INVITATION LETTER TO A POTENTIAL SPONSORING AGENCY

April 27, 1993

Ms. Jane Doe
ABC Prevention Coalition
1234 S. Make Believe Avenue
Los Angeles, CA 90000

Dear Ms. Doe:

I truly enjoyed our conversation and look forward to meeting you in person. Per our conversation, I am writing this letter to request your participation at the upcoming Prevention Training Institute.

The Prevention Training Institute is sponsored by the Los Angeles Urban Communities Coalition, a nonprofit organization serving the Los Angeles area. The event is cosponsored by the Western Regional Center for Drug-Free Schools and Communities, the Southwest Center for Educational Equity, and the Center for Substance Abuse Prevention. Other participants include: Los Angeles County Alcohol and Drug Program Administration, Rebuild LA, *Los Angeles Times*, KJLH Radio Station, Continental Cable, Southern California Gas Company, *Black Enterprise Magazine*, Pacific Bell, and many more.

I would like to take this opportunity to invite you to sponsor two workshops—one entitled, "Removing Barriers to Effective Community Mobilization" and the other entitled, "Effective Models for Early Intervention."

The institute is a three-day event and will be held at California State University, Long Beach. Your workshops, however, are one-day workshops scheduled for Aug. 9 and/or Aug. 10, 1993. Your audience will consist of school administrators, counselors, health professionals, human service providers, juvenile justice probation workers, community coalitions and partnerships, and university personnel.

This institute will bring valuable information, training, and resources to communities. We anticipate that it will translate into improved program development and service delivery. We are truly excited about the event and hope you will find this to be a worthwhile endeavor. I will follow this letter with a phone call; however, should you have any questions or concerns, please do not hesitate to contact me at (310) 598-7661. Thank you in advance for your time and consideration in this matter.

Sincerely,

Michelle R. Jackson
Institute Organizer

APPENDIX D

THANK YOU LETTER TO THE PRESENTERS

September 14, 1993

Mr. John Doe
ABC Prevention Coalition
1234 S. Pretend Blvd.
Los Angeles, CA 90000

Dear Mr. Doe:

We are writing this letter to express our sincere appreciation for your willingness to serve as a presenter for the Prevention Training Institute. We would like to personally commend you for your ability to capture such a diverse group of administrators and support staff from both schools and community agencies. We are sure the implications of your training will be far reaching.

We also would like to thank you for helping to make this event a success. There were several individuals in attendance from state, federal, and local agencies. As a result of the success of the institute, the California Department of Alcohol and Drug Program Administration has proposed to use the Prevention Training Institute as a model for how to foster school/community partnerships as well as bring needed resources and information to communities. Other agencies that have commended the event include: Center for Substance Abuse Prevention (CSAP), Los Angeles County Alcohol and Drug Program Administration Office, California Department of Education, *Los Angeles Times*, Robert Wood Johnson Foundation, Rebuild LA, and many more.

We appreciate the cooperative spirit and professionalism you exemplify. Should you have any questions or concerns regarding the outcome of the institute, or if we can be of assistance, please do not hesitate to contact our organization. Again, thank you for your participation.

Sincerely,

Eddie Mae Williams	Carol F. Thomas	Michelle Jackson
Institute Chair	Institute Cochair	Institute Cochair

APPENDIX E

SAMPLE PUBLIC ANNOUNCEMENT LETTER TO LOCAL CHURCHES

July 7, 1993

Pastor E. J. Bishop
Faith Church
6100 S. Noname Street
Los Angeles, CA 90000

Dear Pastor Bishop:

I am writing this letter to inform you of the upcoming Prevention Training Institute, and to ask if you will announce the event during your Sunday morning service and keep it in the church bulletin until Aug. 8, 1993. The institute will consist of training in various areas addressing alcohol and other drug abuse, youth placed at risk, and community mobilization. In addition, several agencies and corporations will discuss funding, grant writing, evaluation, and school/community partnerships.

Pastor Bishop, you and I both know that this is a new day for those who rely on state, county, and federal funding to run their programs. Many of our local service-providing agencies are in a survival mode, caught in the cycle of chasing monies rather than aligning themselves with funding agencies that have both the interest and resources to provide financial support. In addition, there also is new information available regarding effective prevention and intervention strategies. Unfortunately, many programs within the inner-city are not accessing this information and ultimately we see the results in program development.

This is the first time an event of this nature has been organized, and I want very much for our community to make a strong showing and send the message to sponsors that: Yes, we want the information; yes, we want your attention; and yes, we need your resources. I recognize, however, that we often do not respond to simple mailings and must rely on informal systems to get the word out.

I strongly believe that the church is one of the most powerful unifying institutions within the community. I am, therefore, asking you, as well as other churches within our community, to assist me in this effort. Specifically, I would like you to announce the event and encourage not only those who are involved in school and/or community programs to attend, but also encourage parents to come for training, information, and to hear some of our wonderful speakers and forums. You also may have an interest in sending individuals from your various ministries.

Enclosed you will find a brochure of the event and a more detailed outline of each day's activities. Should you have any questions or concerns, please do not hesitate to contact me at (310) 598-7661. Thank you in advance for your time and consideration in this matter.

Sincerely,

Michelle R. Jackson
Institute Organizer

APPENDIX F

SAMPLE PRESS RELEASE FOR THE INSTITUTE

Attention: Donna Smith

ANNOUNCEMENT

The Los Angeles Urban Communities Coalition is sponsoring the Prevention Training Institute. The institute will provide training on topics related to alcohol, tobacco, and other drug abuse, youth placed at risk, and community mobilization. It also will provide information regarding funding, proposal writing, accessing the media, and much more.

Event:	**Prevention Training Institute**
Date:	**Aug. 9-11, 1993**
Place:	**California State University, Long Beach**
Time:	**7:30 a.m. - 3 p.m.**

For more information, contact:

Michelle Jackson at (310) 598-7661

APPENDIX G

SAMPLE FORM
(TRAINERS RESOURCE LIST)

(This form was used to log each presenter's specifications for equipment, room arrangement, lunch, and the number of individuals expected on their training team.)

TRAINERS RESOURCE LIST

Date(s) of Training: _____

Presenter:_____

Organization:_____

Phone #: _____FAX #: _____

Title of Training:_____

Yes___ No___ Are you training as a team? If so, how many team members including yourself? #_____. Please fill out a separate form for each team member.

Yes___ No___ Do you wish to be included for lunch on the day of your presentation?

Yes___ No___ Do you wish to be included for breakfast and/or lunch on a day that you are not presenting? (A fee of $10 is required to cover breakfast and lunch.)

Equipment Needed

____ Overhead Projector: 1st day____ 2nd day____

____ Easel: 1st day____ 2nd day____

____ Flip Chart: 1st day____ 2nd day____

____ VCR/Monitor: 1st day____ 2nd day____

____ Black/White Board: 1st day____ 2nd day____

Room Arrangements

____ Tables and Chairs

____ Chairs Only

Notes:_____

_____

APPENDIX H

SAMPLE FORM
(EXHIBITORS RESOURCE LIST)

(This form was used to log each exhibitor's specifications for equipment, table arrangement, lunch, and the number of individuals expected on their team.)

EXHIBITORS RESOURCE LIST

Contact Person: _____

Organization: _____

Phone #: _____ FAX #: _____

Type of Information/Materials: _____

Yes___ No___ Are you coming as a team? If so, how many team members, including yourself? #_____

Yes___ No___ Do you wish to be included for breakfast and/or lunch? (A fee of $10 is required to cover breakfast and lunch.)

Equipment Needed

#___ Tables

#___ Chairs

____ VCR/Monitor (Because of limited number, they may be unavailable.)

____ Equipment to hang a banner (Approximate banner size: _____)

Notes: _____

_____

_____

APPENDIX I

SAMPLE OUTLINE OF ASSIGNMENTS AND DAILY TASK SHEETS

PREVENTION TRAINING INSTITUTE

STAFF ASSIGNMENTS

Jill will serve as the manager for the entire institute.

DAY #1: MONDAY (AUG. 9)

Claudine	Preregistration table
Tina	Hand attendees their name tag and packet. (She should sit next to Claudine.)
Phyliss	Same-day registration
Ann	Continuing Education Units (CEU) table
Jill	Attendant (for rooms 234, 235, 237, 238, Multipurpose A)
Cindi or Phyliss	Attendant (for rooms Pres 1, Pres 2, Formal Lounge, Informal Lounge)

DAY #2: TUESDAY (AUG. 10)

Claudine	Preregistration table
Tina	Hand attendees their name tag and packet. (She should sit next to Claudine.)
Phyliss	Same-day registration
Ann	CEU table
Jill	Attendant (for rooms - 234, 235, 237, 239)
Ann	Attendant (for rooms - Pres 1, Pres 2, Formal Lounge, Informal Lounge)

DAY #3: WEDNESDAY (AUG. 11)

Claudine	Preregistration table
Claudine	Hand attendees their name tag and packet. (She should sit next to Claudine.)
Phyliss	Same-day registration
Tina	CEU table
Arlan	Networking session (9:30 - 10:30 a.m.) (Informal Lounge)

PREVENTION TRAINING INSTITUTE

DAILY TASKS

DAY #1: MONDAY (AUG. 9) (Eddie Mae, Tina, Claudine, Phyliss, Michelle, & Ann)

6-7 a.m.	• Check training rooms (markers, easels, flip charts, tape, lights on). **(Michelle)** • Put session sign on doors. **(Michelle)** • Put up easel with the "Welcome to the Prevention Training Institute" sign. **(Michelle)** • Put tablecloths on tables in general assembly room. **(Tina & Phyliss)** • Put "sayings" on tables in general assembly room (two "sayings" per table). **(Tina & Phyliss)** • Set up PTI Information station (table, chair, sign). **(Ann)** • Set up registration and CEU table. **(Claudine, Tina, & Ann)** • Post direction signs in hallway of the administration building and on the iron railing of the walkway by the parking lot located behind the administration building; put two signs that say, " PTI Use Other Entrance" (one on each door) on the north double door student union entrance; then place signs on the doors located inside the student union that leads to the stairs, and a sign on the brick wall facing you as you go up the stairs. **(Ann)** • Set up continental breakfast. **(Eddie Mae)**
7-8:30 a.m.	• Work registration tables. **(Claudine, Phyliss, & Tina)** • Work CEU table. **(Ann)** • Greet participants. **(Eddie Mae, & Michelle)**
7:15-9:15 a.m	• Work PTI directions station. **(Ryan & Sampson)**
9:40-10 a.m	• Attend to assigned rooms. **(Jill & Cindi or Phyliss)**
10:30-11:15 a.m.	• Check tablecloths to replace only those that are soiled. **(Jill & Cindi or Phyliss)**
12:45-1 p.m.	• Attend to assigned rooms. **(Jill & Cindi or Phyliss)**
2:45-3 p.m.	• Attend to assigned rooms. **(Jill & Cindi or Phyliss)**
4-5 p.m.	• Clean up. (Check for soiled tablecloths, clean up continental breakfast table, check training rooms for papers or cups, pack away registration and CEU materials.) **(Everyone)**

DAY #2:	**TUESDAY (AUG. 10) (Eddie Mae, Tina, Claudine, Phyliss, Michelle, & Ann)**
6-7 a.m.	• Check training rooms (markers, easels, flip charts, tape, lights on). **(Michelle)** • Put up easel with the "Welcome to the Prevention Training Institute" sign. **(Michelle)** • Set up PTI Information station (table, chair, sign). **(Ann)** • Set up registration and CEU table. **(Claudine, Tina, & Ann)** • Check direction signs. **(Ann)** • Set up continental breakfast. **(Eddie Mae)**
7-8:30 a.m.	• Work registration tables. **(Claudine, Phyliss, & Tina)** • Work CEU table. **(Ann)** • Greet participants. **(Eddie Mae & Michelle)**
7:15-9:15 a.m.	• Work PTI directions station. **(Ryan & Sampson plus Sara & Julie)**
9:40-10:00	• Attend to assigned rooms. **(Jill & Ann)**
10:30-11:15	• Check tablecloths to replace only those that are soiled. **(Jill & Ann)**
12:45-1:00	• Attend to assigned rooms. **(Jill & Ann)**
2:45-3:00	• Attend to assigned rooms. **(Jill & Ann)**
4:00-5:00	• Clean up. (Check for soiled tablecloths, clean up continental breakfast table, check training rooms for papers or cups, pack away registration and CEU materials.) **(Everyone)**
DAY #3:	**WEDNESDAY (AUG. 11) (Eddie Mae, Tina, Claudine, Phyliss, Michelle, & Ann)**
6:00-7:00	• Check training rooms (markers, easels, flip charts, tape, lights on). **(Michelle)** • Put up easel with the "Welcome to the Prevention Training Institute" sign. **(Michelle)** • Put up networking sign. **(Michelle)** • Set up PTI Information station (table, chair, sign). **(Ann)** • Set up registration and CEU table. **(Claudine, Phyliss, Tina & Ann)** • Check direction signs. **(Ann)** • Set up continental breakfast. **(Eddie Mae)** • Blow up balloons and place them in the specified locations. **(Tina & Students)** • Put exhibit cards on the tables. (Tape the exhibit cards to the table from the inside.) (Notice those exhibits that require VCRs and place them near an electrical outlet but away from any other VCR display.) **(Ann & Michelle)**

- Put a white board out in the lobby indicating the day's activities. (Write in bright colors.) **(Ann)**:

8:30-10:30 a.m.	Exhibits	Lobby
8:30-10:30 a.m.	Roundtable Consultations Grant Writing Evaluations Needs Assessments Funding School/Community Partnerships	Multipurpose A
9:30-10:30 a.m.	Networking Session	Informal Lounge

7-8 a.m.
- Work registration tables. **(Claudine, Phyliss, & Tina)**
- Work CEU table. **(Ann)**
- Greet participants. **(Eddie Mae, Michelle)**

7:15-9:15 a.m.
- Work PTI directions station. **(Ryan & Sampson plus Sara & Julie)**

8-8:20 a.m.
- All consultants for the round-table consultation sessions should be in the general assembly room so they can be introduced to the audience. **(Michelle)**

8:15 a.m.
- Close the main entrance to the institute and put one sign saying, "Exit on Other End" on each door. **(Phyliss)**

8:20 a.m.
- Start the music for the lobby area. (Music must be playing as the participants exit the general assembly room. **(Claudine)**

8:30-10 a.m.
- Check for soiled tablecloth. **(Phyliss & Tina and/or students w/supervision)**

3:30-4:30 p.m.
- Clean up. (Throw away table clothes, clean up continental breakfast table, pack away registration and CEU materials.) **(Everyone)**

APPENDIX J

PREVENTION TRAINING INSTITUTE EVALUATION FORMS

Closing Activity: Posttraining Questionnaire And Debriefing Activity

This form must be completed and returned to receive CEU credit for the institute.

Please provide the city and state of your location and the last four digits of your Social Security number as questionnaire identification codes. All responses will remain confidential.

Name of your organization:

_____

City: _____ State: _____

Last four digits of your social security number: ___ ___ ___ ___

(Please place the above four digits at the top of each of the following pages.)

Section I: Participant Satisfaction With the Prevention Training Institute

INSTRUCTIONS: Please place an "X" next to the training you attended.

A. Which training(s) did you attend?

Two-Day Workshops (Must attend both Monday and Tuesday)

___Session 1: Support Group Leadership for Adolescent and Adult Populations

___Session 2: A Systemic Approach To Dealing With Fetal AOD-Affected Children

___Session 3: Removing Barriers to Effective Community Mobilization

___Session 4: Developing an Early Childhood AOD Prevention Program

___Session 5: How To Deal With Hopelessness, Anger, and Resistance in Youth

One-Day Workshops (Tuesday)

___Session 6: Fostering Resiliency in Kids

___Session 7: Effective Models for Intervention

___Session 8: Conducting Program Evaluations

INSTRUCTIONS: Please circle the response that best answers the question.

B. How appropriate were the **facilities** for the training?
1) very appropriate 2) appropriate 3) inappropriate

C. What did you think about the **length** of the sessions?
1) too long 2) about right 3) too short

D. How convenient was the **time of day** that the training was offered?
1) very convenient 2) somewhat convenient 3) inconvenient

E. What did you think about the **speed** at which the *information* was presented?
1) too fast 2) about right 3) too slow

F. What did you think about the **amount** of *information* presented?
1) too much 2) about right 3) too little

G. How **useful** was the *information* presented in the session?
1) very useful 2) somewhat useful 3) not useful

H. How **useful** were the materials used in the training?
1) very useful 2) somewhat useful 3) not useful

I. How appropriate was the **amount of time** allowed for the activities?
1) too long 2) about right 3) too short

J. How **useful** were the *activities* for you?
1) very useful 2) somewhat useful 3) not useful

K. Overall, how would you rate the **quality** of instruction?
1) very good 2) good 3) poor

L. How did you **like** being trained at the *institute* compared to typical in-service training?
1) liked sessions better 2) liked both the same 3) liked in-services better

M. How **relevant** was the training for the population you work with?
Type of population: _____
1) very relevant 2) somewhat relevant 3) not relevant

N. Would you **recommend** this *institute* to others?
1) yes 2) no

Section II: Posttraining Questions

INSTRUCTIONS: Read each statement in the list below and place a check next to those areas where you have experienced growth as a result of attending this training.

___ 1) Assessing a person's risk of ATOD use.

___ 2) Choosing an effective ATOD prevention activity.

___ 3) Identifying strategies to help youth develop a positive cultural identity.

___ 4) Providing opportunities for youth to develop decisionmaking and leadership skills through involvement.

___ 5) Setting an appropriate example regarding ATOD use.

___ 6) Enforcing rules and consequences about ATOD use fairly and consistently.

___ 7) Talking to someone about a problem behavior that may be related to ATOD use by the person himself or someone in his family.

___ 8) Referring someone for help for a problem that may be related to his/her own or others' ATOD use.

___ 9) Initiating and maintaining a communication bond with isolated individuals.

___ 10) Assessing local needs to focus on communitywide prevention strategies.

___ 11) Assessing networking barriers that inhibit communities from combining forces.

___ 12) Designing policies and procedures.

___ 13) Assessing how effectively a program is working.

___ 14) Setting up a data collection and reporting system.

___ 15) Applying evaluation results to program planning.

___ 16) Developing strategies that enhance and increase protective factors in the school.

___ 17) Describing considerations essential for successful parent outreach.

___ 18) Being able to develop a working plan of action when addressing other key people and agencies.

___ 19) Recognizing the cultural factors that impact the success of programs.

___ 20) More effectively interacting with angry and resistant youth.

___ 21) Redirecting a youth's anger in healthy and/or constructive ways.

___ 22) Developing strategies and activities for community mobilization.

___ 23) Identifying strengths and weaknesses of selected policy statements.

___ 24) Designing instructional strategies to better deal with fetal ATOD-affected children.

Closing Activity: Posttraining Questionnaire And Debriefing Activity

This form must be completed and returned to receive CEU credit for the institute.

Please provide the city and state of your location and the last four digits of your social security number as questionnaire identification codes. All responses will remain confidential.

Name of your organization:_____

City: _____ State: _____

Last four digits of your social security number: ___ ___ ___ ___

(Please place the above four digits at the top of each of the following pages.)

Section I: Participant Satisfaction With the Prevention Training Institute

INSTRUCTIONS: Please place an "X" next to the training you attended.

A. Which training did you attend?

One-Day Workshops (Monday)

___Session 9: Strategies for Increasing Parent Involvement

___Session 10: Developing Policies and Procedures: Laying the Foundation

___Session 11: Creating Productive Multicultural Settings

___Session 12: Developing a Prevention Plan

INSTRUCTIONS: Please circle the response that best answers the question.

B. How appropriate were the facilities for the training?
1) very appropriate 2) appropriate 3) inappropriate

C. What did you think about the **length** of the sessions?
1) too long 2) about right 3) too short

D. How convenient was the **time of day** that the training was offered?
1) very convenient 2) somewhat convenient 3) inconvenient

E. What did you think about the **speed** at which the *information* was presented?
1) too fast 2) about right 3) too slow

F. What did you think about the **amount** of *information* presented?
1) too much 2) about right 3) too little

G. How **useful** was the *information* presented in the session?
1) very useful 2) somewhat useful 3) not useful

H. How **useful** were the materials used in the training?
1) very useful 2) somewhat useful 3) not useful

I. How appropriate was the **amount of time** allowed for the activities?
1) too long 2) about right 3) too short

J. How **useful** were the *activities* for you?
1) very useful 2) somewhat useful 3) not useful

K. Overall, how would you rate the **quality** of instruction?
1) very good 2) fair 3) poor

L. How did you **like** being trained at the *institute* compared to typical in-service training?
1) liked sessions better 2) liked both the same 3) liked in-services better

M. How **relevant** was the training for the population you work with?

Type of Population: _____

1) very relevant 2) somewhat relevant 3) not relevant

N. Would you **recommend** this *institute* to others?

1) yes 2) no

Section II: Posttraining Questions

INSTRUCTIONS: Read each statement in the list below and place a check next to those areas where you have experienced growth as a result of attending this training.

___ 1) Assessing a person's risk of ATOD use.

___ 2) Choosing an effective ATOD prevention activity.

___ 3) Identifying strategies to help youth develop a positive cultural identity.

___ 4) Providing opportunities for youth to develop decisionmaking and leadership skills through involvement.

___ 5) Setting an appropriate example regarding ATOD use.

___ 6) Enforcing rules and consequences about ATOD use fairly and consistently.

___ 7) Talking to someone about a problem behavior that may be related to ATOD use by the persons themselves or someone in their family.

___ 8) Referring someone for help for a problem that may be related to his/her own or others' ATOD use.

___ 9) Initiating and maintaining a communication bond with isolated individuals.

___ 10) Assessing local needs to focus on communitywide prevention strategies.

___ 11) Assessing networking barriers that inhibit communities from combining forces.

___ 12) Designing policies and procedures.

___ 13) Assessing how effectively a program is working.

___ 14) Setting up a data collection and reporting system.

___ 15) Applying evaluation results to program planning.

___ 16) Developing strategies that enhance and increase protective factors in the school.

___ 17) Describing considerations essential for successful parent outreach.

___ 18) Being able to develop a working plan of action when addressing other key people and agencies.

___ 19) Recognizing the cultural factors that impact the success of programs.

___ 20) More effectively interacting with angry and resistant youth.

___ 21) Redirecting a youth's anger in healthy and/or constructive ways.

___ 22) Developing strategies and activities for community mobilization.

___ 23) Identifying strengths and weaknesses of selected policy statements.

___ 24) Designing instructional strategies to better deal with fetal ATOD-affected children.